FOOD FOR THE HUNGRY INTERNATIONAL

P.L. 480 TITLE II
INSTITUTIONAL SUPPORT AGREEMENT
Award #: FAO-A-00-98-00032-00

FY 2000 ANNUAL REPORT

IMPROVING FOOD SECURITY PROGRAMMING AND RESOURCE MANAGEMENT

PERIOD OF PERFORMANCE:
01 SEPTEMBER 1999 - 31 AUGUST 2000

1. EXECUTIVE SUMMARY

The goal of the proposed activities under FHI's five-year ISA is to increase the impact of its Title II food security programs via the improvement of the technical, programmatic and managerial capability of FHI. This is being accomplished by way of the following objectives:

1) Select, promote and train staff in the use of standard, high-quality tools for Title II program design and implementation as a follow up to the accomplishments achieved under the current ISG program in M&E system standardization;
2) Improve FHI's capacity to respond to emergencies and facilitate a rapid transition to development activities in Sub-Saharan Africa;
3) Conduct needs assessments in the West African Sahel (Mali, Niger, Burkina Faso) and Haiti to determine rationale for and feasibility of initiating activities in those countries;
4) Improve FHI's capacity to efficiently and effectively manage commodities; and
5) Collectively improve a) program monitoring and evaluation, b) monetization activities and Bellmon analyses, and c) local capacity building via substantive collaborative efforts with other Title II cooperating sponsors.
6) Contribute toward the improvement of FAM knowledge of and proficiency in using information technology to enhance communication and information flow between the PVO members of FAM (mentoring partnership).

The FY 2000 planned activities and outputs for these six objectives were all achieved (as related to numbers of workshops and participants). FHI conducted four (4) field assessments of educational messages and methods, and conducted eleven (11) workshops in which 181 food security staff were trained in food security program design, food security educational messages and methods, Epi-Info, commodity management, rapid disaster assessments, and emergency program design and implementation. In addition, other outputs were achieved in the area of information systems. FHI's ISA team staff contributed significantly to both FAM itself and FAM working group efforts via the production of an agriculture biophysical baseline surveying methods review, a health and nutrition baseline surveying methods review, workshops and substantive input into FAM's information system, notably in the area of web site development, maintenance, and improvement and listserv development and maintenance.

In FY 2000, FHI added a new indicator to measure the knowledge or skills gained by participants in a given workshop. Our planned objective for this output was that the average post-test score of participants would be at least 80%. This objective was achieved in half of the workshops. In three of the remaining workshops, a score of 75% was achieved. In only one workshop (Mozambique educational messages and methods) did the score of 58% fall well below the objective.

2. FY 2000 PROGRAM RESULTS

In FY 2000, FHI achieved the all of the planned Year 1 activities and outputs related to number of workshops and participants. In addition, it achieved planned post-test score outputs in half of its workshops and was only slightly under its planned scores in all but one of the remaining workshops. The following table shows both planned and achieved output targets for FY 2000.

OUTPUTS	FY 2000 Planned	FY 2000 Achieved
Objective #1 Number of training workshops conducted on problem identification/analysis and program design.	1	1
Objective #1 Number of staff that participated in problem analysis and program design workshop.	12	16
Objective #1 Average Post-test score for problem analysis and program design workshop participants	80%	85%
Objective #1: Number of field assessments conducted in educational messages and methods.	4	4
Objective #1: Number of training workshops conducted in educational messages and methods.[1]	4	4
Objective #1 Number of staff that participated in the educational messages and methods workshop.	60	94
Objective #1 Average Post-test score for educational messages and methods workshop participants	80%	70% (avg.) Kenya=78% Ethiop=74% Bolivia=73% Mozam=58%
Objective #1: Number of training workshops conducted in the use of Epi-Info.[2]	1	1
Objective #1: Number of FHI and other FAM members' staff trained in Epi-Info.	10	14

---

[1] The educational messages and methods workshop in Ethiopia was conducted a few days after the end of the fiscal year, but for the sake of continuity, it is being reported as an FY 2000 output.
[2] This workshop was conducted jointly with World Vision.

OUTPUTS	FY 2000 Planned	FY 2000 Achieved
Objective #1 Average Post-test score for Epi-Info workshop participants	80%	87%
Objective #2: Number of training workshops on how to conduct rapid disaster assessments.	1	2
Objective #2 Number of staff that participated in the workshop on rapid disaster assessments.	10	15
Objective #2 Average Post-test score for rapid disaster assessment workshop participants	80%	93%
Objective #2: Number of training workshops conducted in emergency program design and implementation.	1	1
Objective #2: Number of staff that participated in emergency program design and implementation workshop.	10	9
Objective #2 Average Post-test score for emergency program design and implementation workshop participants	80%	93%
Objective #4: Number of training workshops conducted on standardized commodity management procedures.	2	2
Objective #4: Number of Title II commodity staff that participated in standardized commodity management procedures workshop.	20	33
Objective #1 Average Post-test score for commodity management procedures workshop participants	80%	80%
Objective #5 Number of collaborative FAM reviews of evaluation methods and tools.	2	2
Objective #5 Number of FAM workshops on data analysis.	1	1
Objective #6 Number of FAM information system mentoring outputs achieved.	3	3

As stated above, aside from the planned average for post-test scores, all of the planned FY 2000 outputs were achieved. Possible reasons for the lower-than-planned post-test scores in the educational messages workshops are:

1) the workshops covered a lot of topics and many participants wrote in their workshop evaluations that they would have benefited from another day or two to fully absorb the material;
2) one of the test questions was answered incorrectly by almost all the participants, which is generally a sign that the question was poorly worded. If that question were thrown out, then test scores would have been close to or greater than 80% for three of the four fields in question;
3) in the case of Mozambique (58% actual vs. 80% planned), the low scores were probably a result of the fact that the workshop was conducted by second-generation trainers due to the postponement of the original workshop due to the flooding in the program area in February 2000.

3. DISCUSSION OF FY 2000 RESULTS

The following is a summary discussion of each of the outputs listed in the table above.

3.1. Food Security Problem Analysis and Program Design Workshop

A 5-day workshop on food security problem analysis and program design was held in Mutare, Zimbabwe in September 1999. A total of 16 participants from all four FHI Title II fields participated in the workshop. The average pre-workshop test score was 44% while the post-test scores averaged 85%. The workshop objectives were to:

- Discuss food security problem analysis and program design in the context of achieving the Vision of a Community.
- Learn some tools/techniques for problem identification, analysis and resolution;
- Apply those tools to various simulated food security problems;
- Learn basic steps in program design;
- Review and discuss examples of "gold standard" program designs;
- Conduct a critical analysis of current Title II program designs in FHI and suggest improvements.

To achieve those objectives, the following topics were covered in the workshop:

- Food Security Problem Analysis and Program Design within FHI's VOC Framework;
- Food Security Program Design Overview;

- Food Security Program Operating Environment;
- Food Security Problem Identification and Analysis;
- Food Security Program Hypothesis;
- Food Security Program Intervention Selection;
- Food Security Program Impact and Effects;
- Food Security Program Outputs and Activities;
- Review of Good and/or Innovative Agriculture and Health Program Designs;
- Analysis of Current Title II Program Designs in FHI and Action Plan for Improvement.

3.2. Field Assessments in Educational Messages and Methods

A field assessment of educational message design and delivery was conducted in each of the four FHI Title II fields.   The assessment reviewed educational messages and their relationship to key behavioral changes being promoted. The purpose of this assessment was to uncover key factors that would lead to the improvement of the capacity of FHI Title II program educators and trainers to successfully promote positive behavior change of Title II program participants. The results of the assessment were used as the basis for the development of content for the "Educational Messages and Methods Workshops" which were held in each Title II field in FY 2000.

Components of the assessment included some or all of the following:
- Identification of the model used to underpin behavior change efforts;
- Assessment of the use of available lines of communication (e.g., opinion leaders, pastors and other community leaders, radio) to disseminate project messages;
- Assessment of the processes in place (and opportunities) to identify learners' beliefs, attitudes, cultural taboos, and barriers to behavior change.
- Assessment of the extent to which appropriate curricula has been developed for program interventions;
- Assessment of appropriate non-formal educational methods and principles;
- Assessment of existence and appropriate use of lesson plans;
- Assessment of FHI staff knowledge of key messages and their relationship to key problems and their causes;
- A list of possible opportunities for inclusion of additional Biblical truths for churches, leaders, and families within messages relating to program interventions; and
- Assessment of the adequacy of the monitoring tools used to assure the quality of educational methods.

The following are the recommendations of the assessment that were common to all four fields:

1. FHI food security program trainers and educators should learn improved facilitation and training methods with the goal of helping participants to overcome their barriers to behavior change;
2. There is a need for increased supervision of educational activities that take place in the field in order to improve the quality of that education;
3. All staff who have a role in training program beneficiaries need increased training in the area of non-formal educational methods;
4. There is a need for increased training for staff in the area of developing good lesson plans;
5. There is a need for increased training in the use of local cultural knowledge in the development of educational messages; and
6. There is a need for more training in the development and use of holistic messages.

3.3. Food Security Education Messages and Methods Workshop

A 3 and 1/2-day workshop on food security education messages and methods was held in each of the four Title II fields in 2000. As noted above, the recommendations from the assessment formed the basis for the development of content for this workshop. A total of 94 staff from FHI's Title II programs participated in the workshop. The average pre-workshop test score was 39% while the post-test scores averaged 70%. See the summary results section for a discussion of the possible reasons for the lower-than-planned post-test scores. The following topics were covered in the workshop:

- Role of Education in Achieving FHI's Vision of a Community
- Knowledge, Attitudes and Practice of a Training Facilitator
- Guidelines for Developing Educational Messages
- Design and Use of Holistic Messages
- Developing Lesson Plans
- Guidelines for Group Projects
- Non-Formal Education Methods (NFEM) – Introduction
- NFEM – Stories
- NFEM – Development-Related Bible Studies and Cultural Proverbs
- NFEM – Puppets and Testimonies
- NFEM – Songs and Poems
- Pre-Testing of Educational Messages
- Facilitating Educational Sessions
- Using Pre and Post-Tests to Measure Change in Knowledge
- Review of Supervising Educational Activities
- Presentation of Group Projects

3.4. Epi-Info 6.04 Workshop

FHI held a joint workshop with World Vision in Nairobi in April 2000 to train staff in the use of Epi-Info 6.04. The objectives of the workshop were:

1. To understand how EPI-Info can be used in Title II baseline, mid-term and end of project surveys;
2. To use the EPED, CHECK, and other Epi-Info modules to create a questionnaire, data, and check file (QES, CHK, & REC) using EPI-Info; and
3. To use the ENTER module to do data entry and the ANALYSIS module to do data analysis including:
   - how to use all basic analysis commands;
   - how to use subroutines;
   - will know how to calculate confidence intervals using CSAMPLE (part of Epi-Info), and understand what confidence intervals are; and
   - how to add anthropometric indices (e.g., height-for-age z-scores) to a data set, and analyze the data to see patterns and levels of malnutrition.

The 5-day workshop was attended by 14 participants. The average pre-workshop test score was 31% while the post-test scores averaged 87%.

3.5. Rapid Disaster Assessment Workshop

A workshop on conducting rapid disaster assessments was held in Ethiopia and Kenya. The Ethiopia workshop was very timely as the assessment drills fed into the actual drought and famine assessments being carried out by FHI staff. In the Kenya workshop, Title II staff from Mozambique joined those from Kenya. A total of 24 participants attended the two workshops. The 15 participants at the Ethiopia workshop were not administered a pre and post-test due to miscommunication. The 9 participants in the Kenya workshop averaged 47% on the pre-test and 93% on the post-test. The workshop sessions were:

- FHI Relief Big Picture Issues
- General Relief Definitions
- Assessment definitions.
- Assessment tools
- Church involvement and Assessments
- Field trip preparation and assignments
- All day field trip
- Each group presents their assessment findings.
- Discuss consistent themes
- Draw up lessons learned
- Customize Assessment tools for FHI Title II fields
- Discussions on Church and FHI partnerships
- Review workshop Goal and action steps

3.6. Emergency Program Design and Implementation Workshop

Following the second disaster assessment workshop (in Kenya), the team decided to present an introduction to emergency program design and implementation. After the additional sessions on this topic, it was decided that a longer workshop should be dedicated to this topic. That workshop will be conducted in the out years of the ISA. The workshop in Kenya had the following sessions:

- Program design.
- Tools for assisting in program design.
- Implementation issues.
- Key components in a project proposal.
- Project proposal writing exercise instructions.
- Proposal writing exercise.
- Group presentations continued.
- Lessons learned and conclusion.

3.7. Commodity Management Workshop

FHI conducted a commodity management workshop in Ethiopia and Bolivia. A total of 33 staff participated. Pre-test scores averaged 31% while post-test scores averaged 80%. The workshop provided commodity management staff with a thorough overview of the following topics:

- AER and Call Forward preparation.
- Ocean Freight.
- Port Operations.
- Inland Freight.
- Inventory Management and Storage.
- Distribution.

3.8. FAM M&E Working Groups Outputs

Dave Evans served as Chair of the FAM M&E Working Group for the first three months of FY 2000. He continued to be an active member of the group for the remainder of the fiscal year. Two major outputs were achieved in FY 2000:

1) The final version of a review of agriculture project bio-physical baseline surveying methods was completed and made available to the FAM partnership;
2) A review of health and nutrition baseline surveying methods was completed and is being made available to the partnership.

3.9. FAM information system mentoring outputs achieved

Under FHI's proposed ISA activities, FAM and FHI agreed to pursue a mentoring partnership to improve the information technology capabilities of FAM. The mentoring partnership between FHI and FAM is designed to have two distinct beneficial purposes:

- FAM will learn and become proficient at current/new information technology capabilities through the existing knowledge base of FHI; and
- The FAM consortium will receive the ultimate benefit and become stronger through the technical leadership of FHI and FAM.

In FY 2000, FHI provided the following support to FAM:

1) free web-site hosting on the FHI server;
2) free listserv hosting on the FHI server;
3) a license (free of charge) for FAM to use NetTracker software to track their web site usage;
4) training for Trish in the use of NetTracker;
5) training for Trish in setting up and managing FAM listservs;
6) training for Trish in the use of the web site design software called "Dream Weaver";
7) advice for Trish in key factors related to the redesign of the FAM website;
8) hardware backstopping support and advice for the web-based FSRC database;
9) other support as requested by FAM.

Based on an annual survey of FAM, FHI's continued to receive high marks for its mentoring support. The following is the full survey response from FAM:

Evaluation:

1) To what degree was the first objective achieved in FY 2000? If not achieved, please make recommendations for FY 2001.

The objective was fully achieved. There was no full-time Technical Information Specialist (TIS) for most of FY2000, and the former TIS both maintained the web site and trained a new TIS in web maintenance from Mexico in FY2000. This indicates a level of self-sufficiency among the FAM staff in web design and maintenance, which is the direct result of the mentoring and collaborative work between FAM and FHI in previous fiscal years. FHI continues to host FAM's web site, and during the absence of a mentor for FAM during FY2000 (due to staff turnover), FHI ensured continuity of service through remaining staff (Dave Evans), until a replacement was found.

In addition, FHI provided FAM with a license to NetTracker software, enabling FAM to gather data about its web site usage first-hand (a capability FAM did not previously have). FHI staff (Dave Evans) trained the then-administrative assistant and future TIS in using NetTracker, again creating self-sufficient ability in the FAM staff. FHI's generous gift of a license also came with technical support from the software manufacturer, which proved invaluable when server conditions changed later in FY2000 due to a security breach, causing certain data to be lost for a short period of time. Technical support enabled the recovery of this data.

2) To what degree was the second objective achieved in FY 2000? If not achieved, please make recommendations for FY 2001.

This objective was also fully achieved, despite numerous problems with the listserv software after FHI's servers were hacked and the server's security protocols were changed. FAM staff are capable of maintaining the listservs independently due to previous mentoring from FHI, and relied on FHI to troubleshoot problems with the listservs when the server settings were changed. FHI staff supported the TIS to ensure minimal disruption to listserv users. The listservs are fully institutionalized at FAM and are valued by both FAM member organizations and the larger food aid community who use them. While FAM feels that they are, as yet, underutilized by the membership, FAM is making every effort to promote the use of the listservs and plans to institute tracking of listserv usage in FY2001.

3) To what degree was the third objective achieved in FY 2000? If not achieved, please make recommendations for FY 2001.

FHI and FAM collaborated on and promoted chat as a vehicle for meetings among the FAM members for several years prior to FY2000. Due to the departure of the TIS at the start of FY2000, chat was not explored as an option during the year, and therefore this objective was not achieved. In the past, FAM members reacted positively to chat, but it was not seen as a high priority issue for implementation, and implementation did not progress beyond the discussion of how it might be used. Some FAM members indicated security concerns in the use of chat through their firewalls, which further delayed the implementation of chat as these concerns were explored. The use of chat has already begun to be tested internally at FAM in FY2001 with the help of FHI staff (Keith Wright). Unfortunately, preliminary experiences indicate that chat may have limited uses for FAM members and staff at meetings, due to the length of time taken to conduct meetings with agendas over 3 items, and the difficulty in moderating discussions among more than 3 users.

4) The development of a computer program for an on-line FSRC database was begun as an additional activity in FY 1999. To what degree was that activity completed? If not completed, please make recommendations for FY 2001.

In FY1999, the consultant working with FHI and FAM to develop the on-line version of the database left and refused to finish the work. The on-line version of the FSRC database was not completed during FY2000, although FAM and FHI continued to collaborate on potential solutions to the problem. Work on the database resumed in late FY2000 under the auspices of a different consultant, Joseph Tobing, who was recommended by the Adventist Development and Relief Agency (ADRA). FHI and FAM staff are working with the consultant to provide him access to the database so that it may be updated, however, the work is expected to continue for several months into FY2001, as Mr. Tobing is currently unable to access the database scripts and cannot work with this access. Mr. Tobing is donating much of his work to FAM, and ADRA has indicated willingness to pay for costs incurred in making the database usable on-line.

5) What additional comments and/or recommendations do you have to improve the mentoring relationship in FY 2001?

Overall, FAM feels that the mentoring relationship with FHI has been extremely valuable to both FAM and its members, enabling FAM to provide greater access to its information resources than ever before, and including a wider audience of field staff via the web site and listservs. In addition, FHI's mentoring has ensured self-sufficiency for FAM in the maintenance and updating of its web site and listservs, and built in the continuity of these capabilities between departing and incoming FAM staff. While still enjoying the benefits of the relationship with FHI, FAM now requires much less assistance in these areas than it once did.

A recent survey of FAM members (January 2000) indicated that the web site is viewed as FAM's most used and most valuable information resource. Visits to the FAM web site have doubled, approximately, over the past year. Obtaining web site hosting space, development and maintenance capabilities, and listserv capabilities would have been far more costly in terms of training and actual publication without the assistance of FHI. In FY2001, FAM recommends increased collaboration between, FHI, FAM staff, and Joseph Tobing to resolve the outstanding issues with the on-line version of the database, as members have also indicated that the ability to search the database on-line would be highly valuable to them.